

TWELFTH ANNUAL REPORT

OF THE

COLUMBIA INSTITUTION FOR THE DEAF AND DUMB

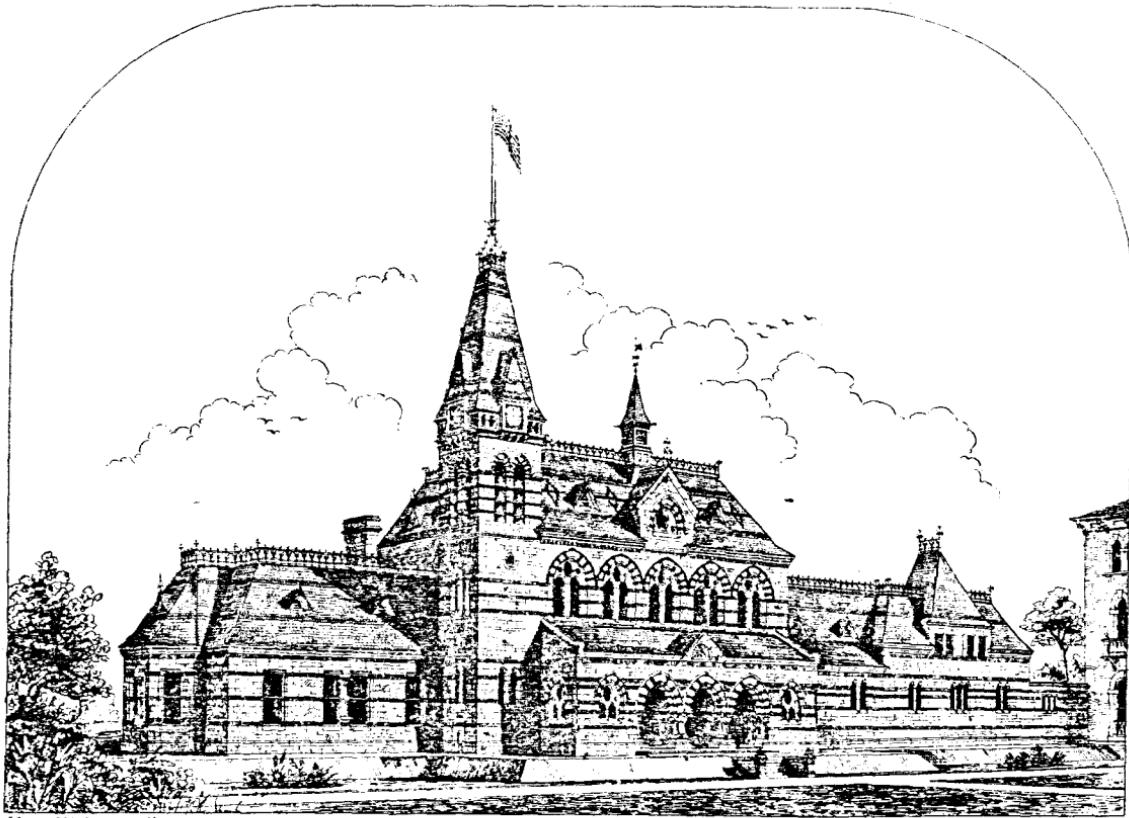
FOR THE

YEAR ENDING JUNE 30, 1869.

WITH AN APPENDIX.

—♦♦♦—

WASHINGTON:  
GOVERNMENT PRINTING OFFICE.  
1869.



Vaux, Widders & Co. Architects

MAIN CENTRAL BUILDING OF THE COLUMBIA INSTITUTION FOR THE DEAF & DUMB.

TWELFTH ANNUAL REPORT

OF THE

COLUMBIA INSTITUTION FOR THE DEAF AND DUMB

FOR THE

YEAR ENDING JUNE 30, 1869.

---

WASHINGTON:  
GOVERNMENT PRINTING OFFICE.  
1869.

D. Hitchcock, Esq., of Connecticut, who graduated with honor from our college in 1832.

The course of instruction in the various departments of our Institution will be repeated precisely, as follows:—

The several departments are—*Primary Department, Secondary Department, and College Department.*

## TWELFTH ANNUAL REPORT

OF THE

# COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

### OFFICERS OF THE INSTITUTION.

*Patron.*—ULYSSES S. GRANT, President of the United States.

*President.*—EDWARD M. GALLAUDET, Ph. D., LL.D.

*Secretary.*—WILLIAM STICKNEY, Esq.

*Treasurer.*—GEORGE W. RIGGS, JR., Esq.

*Directors.*—HON. JAMES W. PATTERSON, Senator from N. H.; HON. HENRY L. DAWES, M. C. from Mass.; HON. WM. H. KELSEY, M. C. from N. Y.; HON. AMOS KENDALL; HON. BENJAMIN B. FRENCH; REV. BYRON SUNDERLAND, D. D.; DAVID A. HALL, Esq.; JAMES C. MCGUIRE, Esq.; HENRY D. COOKE, Esq.

### COLLEGE FACULTY.

*President and Professor of Moral and Political Science.*—EDWARD M. GALLAUDET, Ph. D., LL. D.

*Professor of Mental Science and English Philology.*—SAMUEL PORTER, M. A.

*Professor of Natural Science.*—

*Professor of History and Ancient Languages.*—EDWARD A. FAY, M. A.

*Professor of Mathematics.*—JAMES M. SPENCER, B. A.

*Lecturer on Natural History.*—REV. WILLIAM W. TURNER, M. A.

*Lecturer on Astronomy.*—HON. JAMES W. PATTERSON, LL. D.

*Tutor.*—J. BURTON HOTCHKISS, B. A.

*Instructor in Art.*—PETER BAUMGRAS.

*Instructor in Penmanship and Book-keeping.*—J. B. CUNDIFF.

### FACULTY OF THE PRIMARY DEPARTMENT.

*President.*—EDWARD M. GALLAUDET, Ph. D., LL.D.

*Instructors.*—JAMES DENISON, M. A.; MELVILLE BALLARD, B. S.; MARY T. G. GORDON.

### DOMESTIC DEPARTMENT.

*Family Supervisor.*—WM. L. GALLAUDET.  
*Attending Physician.*—N. S. LINCOLN, M. D.  
*Matron.*—MISS ANNA A. PRATT.

*Assistant Matron.*—MRS. ELIZABETH L. DENISON.

*Master of Shop.*—ALMON BRYANT.

## REPORT.

**COLUMBIA INSTITUTION FOR THE  
INSTRUCTION OF THE DEAF AND DUMB;**  
*Washington, October 20, 1869.*

SIR: In compliance with the acts of Congress making provision for the support of this institution, we have the honor to report its progress during the year ending June 30, 1869:

## NUMBER OF PUPILS.

The pupils remaining in the institution on the 1st day of July, 1868,	
numbered.....	99
Admitted during the year.....	13
Since admitted.....	7
Under instruction since July 1, 1868.....	119

One has been expelled, and thirty-six have left, the number now under instruction being eighty-two. Of these, fifty-five are beneficiaries of the United States, sixteen are supported by the State of Maryland, three by the city of Baltimore, and eight by their friends.

## THE HEALTH OF THE INSTITUTION.

No prevailing sickness has visited the institution since the date of our last report; no alarming cases of illness have occurred; death has not visited our household; and, with unimportant exceptions, uniform health has reigned throughout the establishment.

For this, as for all the rich blessings with which the year has been crowned, we desire to record our gratitude to that Power "in whom we live, and move, and have our being."

## CHANGES IN CORPS OF OFFICERS.

Rev. Lewellyn Pratt, who, for four years, has occupied the chair of Natural Science in the college, has resigned his position, and accepted a professorship in Knox College, and the acting pastorate of the Presbyterian Church in Galesburg, Illinois.

The retirement of Professor Pratt from our faculty is most deeply regretted by all connected with the college. His experience in the profession of deaf-mute instruction, his high, scholarly attainments, his marked success in his department, made him most valuable as an instructor; his calm judgment and discretion, coupled with a deep insight into character, gave his opinions in council great weight; while his amiability of temper and unvarying kindness of manner drew towards him in warm affection the hearts of all with whom he was associated.

Our best wishes for his prosperity and success follow him to his enlarged field of labor.

The vacancy occasioned by Professor Pratt's withdrawal from the faculty has not as yet been permanently supplied. A temporary provision has, however, been made by the employment, as tutor, of Mr. J.

B. Hotchkiss, B., A. of Connecticut, who graduated with honor from our college in June last.

#### THE DEPARTMENTS OF INSTRUCTION.

The course of instruction in the several departments of the institution has in no essential particular differed from that of last year.

The general progress of the students and pupils has been satisfactory; and, while some have made less advance than might reasonably have been expected of them, the great majority have given unquestionable evidence of their high appreciation of the privileges they enjoy, in their diligent attention to study, and their successful passing of the stated examinations.

#### THE COLLEGE.

On the 23d of June the first class that has passed through our entire college course was graduated, the members thereof receiving the degree of Bachelor of Arts in attestation of the advance they had made.

The exercises of commencement were held in the First Congregational Church, in Washington; and so important are they deemed, as marking the development of the institution, that we subjoin hereto a detailed account of the proceedings of the day as an essential portion of our report of the transactions of last year.

Especial attention is called to the orations of the graduating class, as affording, so far as such productions can do, evidence of the intellectual development of their authors.

The question whether deaf mutes can successfully undertake a college course of study is no longer an open one.

And with the settlement of this has been answered another question, viz: "What can educated deaf mutes do?"

Our graduating class consisted of three young men.

One of these has been appointed an instructor in the Illinois Institution for the Deaf and Dumb, and has at the same time received a commission from the Coast Survey to conduct microscopic examinations of importance to the public service. He has also, during the summer, secured a patent for an improved microscope, which has been well spoken of by men of science.

Another of the class, already referred to in this report as being temporarily employed as tutor in our college, received an offer of a position in a prominent western institution for the deaf and dumb, while the third has entered the service of the government, in the Patent Office, and, for his marked success in a competitive examination, instituted by the Commissioner, has been promoted to an assistant examinership.

No stronger evidence is needed of the value of the course of study afforded in our college than the fact that our graduates are at once called to honorable positions in life, of a rank and importance not heretofore to be aspired to by deaf mutes.

Of the many problems presented for solution within the domain of social science, none are more interesting than those which involve the transmutation of a non-productive class of persons into a producing class; hence it is that the work of enlightening the deaf and dumb—a people left by nature in a state of pitiful dependence—has ever excited the liveliest interest in the minds of philanthropists.

A century ago the benevolent world was justly filled with admiration at an undertaking which showed for its results deaf mutes taught to read and write, and to be successful mechanics. The elevation thus

wrought out for the afflicted class was great—well worth the labor and treasure involved.

But the work of the present day, in the institution committed by the Congress of the United States to our care, has advanced far beyond the point reached in past generations.

Members of a class once denied by law the management even of their own affairs, being regarded as *non compos mentis*, are now, by the extended course of training afforded them in our college, enabled to compete successfully with those endowed with all their faculties in the comparatively limited arena of pure intellectual effort.

The former pariahs of society may now become its leaders; those who were once regarded as beyond its pale may now reasonably aspire to aid in the direction of its sentiments and its affairs.

Of the triumphs of peace achieved by civilized governments, few can lay claim to higher consideration than this of the Congress of the United States, which has taken human beings from the ranks of the mentally disabled to give them citizenship, and possible leadership, in the world of science and letters.

In this connection it is proper that attention should be directed to the fact that the number of students allowed by law to be admitted to the collegiate department from the States and Territories of the United States is limited to twenty-five, and that every place authorized is filled.

Several applications for admission are on file from deaf mutes whose claims to participate in the privileges of the institution are as well founded as those of any of the twenty-five now here.

Other applications will surely be filed during the present year, and the dictates of simple justice would seem to demand that these should be provided for. We would, therefore, respectfully recommend that the existing act be amended, raising the number of students from twenty-five to forty.

#### RECEIPTS AND DISBURSEMENTS.

The receipts and disbursements for the year now under review will appear from the following detailed statements.

And in this connection we would acknowledge, with thanks, the donation by Miss D. L. Dix, on the occasion of the conference held last year, of the sum of twenty dollars, to be expended in procuring some testimonial of her regard for the institution.

The money has been expended in the purchase of books for our library.

#### I.—*Support of the institution.*

##### RECEIPTS.

Received from Treasury of the United States.....	\$33,394 52
State of Maryland for support of pupils.....	4,466 66
city of Baltimore for support of pupils.....	1,500 00
scholarships.....	600 00
loan First National Bank.....	3,000 00
pupils for clothing.....	42 24
board and tuition.....	770 00
students for books.....	405 92
work done in shop.....	138 66
damage to grounds by cattle.....	19 75
potatoes sold.....	9 00
balance.....	4,201 47
	<hr/>
	48,548 22

##### DISBURSEMENTS.

Balance from old accounts.....	\$1,064 85
Expended for salaries and wages.....	16,250 25

Expended for medical attendance.....	\$127 00
medicine and chemicals.....	241 94
fuel and light.....	3,334 92
oats and grain.....	314 23
blacksmithing.....	99 14
wagon and carriage repairs.....	364 15
harness and repairing.....	146 23
freight.....	225 19
queensware.....	111 34
hardware.....	180 65
clothing and dry goods.....	510 20
paints, glass, &c.....	124 14
butter and eggs.....	1,751 67
household expenses, vegetables, &c.....	1,647 69
books, stationery, and printing.....	1,153 43
repairs on buildings.....	622 93
groceries.....	4,417 57
meats.....	5,523 42
milk.....	829 39
furniture and household articles.....	604 54
kitchen utensils and repairing.....	109 93
shoes and repairing.....	135 62
whitewashing and papering.....	90 22
music.....	45 00
loan and interest First National Bank.....	7,095 33
rent of safe.....	10 00
	48,548 22

## II.—*Erection of buildings.*

### RECEIPTS.

Received from appropriation.....	\$48,000 00
comptroller, for overpayment.....	28
	48,000 28

### DISBURSEMENTS.

Balance from old account.....	\$1,971 95
Paid J. G. Naylor, on contracts.....	21,162 28
J. G. Naylor, for extra work.....	541 37
A. R. Shepherd & Bro., for plumbing and gas-fitting.....	2,253 70
E. S. Friedrich, for services as supervising architect.....	1,000 00
Vaux, Withers & Co., for preparing plans and specifications.....	2,000 00
R. H. Goldsmith & Co., for steam-heating apparatus.....	2,870 74
for wages and labor.....	1,245 20
M. G. Emery & Bro., for stone work for gateway.....	2,375 00
for building materials.....	777 16
for lumber.....	448 86
for hardware.....	458 15
for furniture.....	5,039 68
for painting and frescoing.....	572 00
for lightning-rods.....	75 00
for drawing instruments.....	37 65
for plastering.....	198 90
Balance due the United States July 1, 1869.....	4,972 64
	48,000 28

## III.—*Increased supply of Potomac water.*

### RECEIPTS.

Balance from old account.....	\$1,134 90
	48,000 28

### DISBURSEMENTS.

Paid A. R. Shepherd & Bro., for putting up water-pipes and other fixtures in buildings.....	\$1,134 90
	48,000 28

IV.—*Improvement of grounds.*

## RECEIPTS.

Received from appropriation:.....	\$3,600 00
-----------------------------------	------------

## DISBURSEMENTS.

Balance from old account.....	\$179 55
Paid for grading.....	626 48
draining.....	347 50
fencing.....	1,218 34
wages and labor.....	754 65
plants.....	41 70
Balance due the United States July 1, 1869.....	431 78

3,600 00
----------

## ESTIMATES FOR NEXT YEAR.

For the support of the institution, including salaries, incidental expenses, and the maintenance of the beneficiaries of the United States, forty thousand seven hundred and seventy-five dollars.

For the completion of the main central building of the institution, in accordance with plans heretofore submitted to Congress, ninety-four thousand and eighty-seven dollars.

For continuing the work on the inclosure and improvement of the grounds of the institution, five thousand dollars.

The amount asked for the support of the institution is based on a prospective increase of one-third in the number of our government beneficiaries, there being sixty to be provided for this year, with a probability, amounting almost to a certainty, of our having eighty or upward next year.

The failure of Congress to make an appropriation in accordance with the estimates submitted in our last report for continuing the work on our buildings, has hindered us from completing a much needed addition to our accommodations.

The main central building, designed to furnish the permanent kitchens, bake-rooms, laundry, dining-halls, chapel, and lecture-rooms of the institution, being the only building common to both departments, is still incomplete; portions of it being roofed in, with the center section uncovered, the walls thereof lacking several feet of their final elevation.

The importance of rendering this building fit for occupancy at an early day cannot be too strongly pressed. Aside from the inevitable injury to an incomplete building more or less exposed to the weather, considerations of the comfort and convenience of our inmates call most urgently for the finishing of the building.

The estimate submitted is designed to provide for the completion of the building, and it is our most earnest request that Congress be advised to make the appropriation.

The importance of having the grounds of the institution properly inclosed and improved needs hardly to be argued. During the past year a substantial entrance gate of iron, with heavy posts of Seneca stone, has been erected; and on either side of this a low wall of stone, similar to the gate-posts, surmounted by an iron railing, has been commenced. The continuation of this wall and railing along our entire front is a most desirable improvement, as also the completion of the walks and drives indicated in the plans submitted in our ninth annual report.

It is hoped that the propriety of making the appropriation asked in the third estimate may commend itself to you and to Congress.

With the accomplishment of the work contemplated in the foregoing estimates, there will remain but one section further to be constructed to complete the group of buildings.

When it is considered that nearly eight years have elapsed since the first appropriation was made for building purposes, and that during all this period the inmates of the institution have been subjected to great inconveniences, always cramped for room in one department or another, it may not, perhaps, be thought unreasonable that the directors should urge with some earnestness the speedy completion of a work the support of which Congress has undertaken from the year of its inception.

That the action of the government in regard to the institution may be readily understood, a digest is hereto appended of all the acts and parts of acts relating to the institution, from the date of its legal organization in 1857, down to the appropriation for its support during the present year.

All of which is respectfully submitted, by order of the board of directors.

E. M. GALLAUDET, *President.*

Hon. JACOB D. COX,  
*Secretary of the Interior.*

# APPENDIX.

## CATALOGUE OF STUDENTS AND PUPILS.

### IN THE COLLEGE.

#### RESIDENT GRADUATES.

Melville Ballard, B. S.	Maine.
J. Burton Hotchkiss, B. A.	Connecticut.
Joseph G. Parkinson, B. A.	New Hampshire.

#### SENIORS.

William L. Bird	Connecticut.
Samuel T. Greene	Maine.
Louis A. Houghton	New York.
Robert Patterson	Ohio.
Louis C. Tuck	Massachusetts.

#### SOPHOMORES.

James E. Beller	New York.
Cyrus Chambers	Iowa.
Amos G. Draper	Illinois.
Charles B. Hibbard	Michigan.
William L. Hill	Massachusetts.
Thomas A. Jones	Wisconsin.
William B. Lathrop	Georgia.
John N. Lowry	Michigan.
Robert McGregor	Ohio.
Frederick L. de B. Reid	New York.
John W. Scott	Pennsylvania.

#### FRESHMEN.

Robert W. Branch	North Carolina.
David H. Carroll	Ohio.
John Donnell	Wisconsin.
Volantine F. Holloway	Indiana.
Jacob H. Knoedler	Pennsylvania.
William J. Nelson	New York.
David S. Rogers	South Carolina.

#### PREPARATORY CLASS.

William M. Allman	Michigan.
Edward L. Chapin	Dist. Columbia.
Milton Bell	New Jersey.
Julius C. Dargan	South Carolina.
William S. Johnson	Georgia.
John H. Lainne	Missouri.
Willard E. Martin	Vermont.
Lydia A. Mitchell	Maryland.
Charles G. Rooks	Michigan.
George W. Wakefield	Maine.

### IN THE PRIMARY DEPARTMENT.

#### FEMALES.

Mary M. Barnes	Dist. Columbia.
Justinia Bevan	Maryland.
Grace A. Freeman	Maryland.
Sarah A. Gourley	Maryland.

Amanda M. Karnes.....	Maryland.
Lydia Leitner.....	Maryland.
Caroline Mades.....	Dist. Columbia.
Elizabeth McCormick.....	Maryland.
Mary E. McDonald.....	Dist. Columbia.
Virginia A. Patterson.....	U. S. Army.
Jane Pimes.....	Maryland.
Sarah E. Preston.....	Maryland.
Georgiana Pritchard.....	Maryland.
Amelia Riveaux.....	Dist. Columbia.
Josephine Sardo.....	Dist. Columbia.
Sarah J. Wells.....	Maryland.
Sophia R. Weller.....	Dist. Columbia.

## MALES.

Joseph Barnes.....	Dist. Columbia.
James D. Bitzer*.....	Maryland.
Julius W. Bissett.....	Maryland.
Arthur D. Bryant.....	Dist. Columbia.
John E. Bull.....	Maryland.
Edward T. Burns.....	Dist. Columbia.
Elmer E. Butterbaugh.....	Dist. Columbia.
Edward Carter.....	Dist. Columbia.
Edmund Clark.....	Dist. Columbia.
John Carlisle.....	Maryland.
William A. Connolly.....	Dist. Columbia.
Charles Dashiell.....	Maryland.
William F. Deeble.....	Dist. Columbia.
John W. Dechard.....	Dist. Columbia.
Alexander W. Dennis.....	Dist. Columbia.
Lewis C. Easterday.....	Maryland.
Frederick Eiseemann.....	U. S. Army.
Abram Frantz.....	Pennsylvania.
Thomas Hagerty.....	Dist. Columbia.
Edward Humphrey.....	Dist. Columbia.
Frank M. Maslin.....	Maryland.
William H. Myers.....	Dist. Columbia.
John McBride.....	Dist. Columbia.
William Moriarty.....	Dist. Columbia.
Henry O. Nicol.....	U. S. Army.
James H. Purvis.....	Dist. Columbia.
Aaron B. Showman.....	Maryland.
Henry Trieschmann, jr.....	Maryland.
John W. L. Unsworth.....	Dist. Columbia.
John C. Wagner.....	Dist. Columbia.
Louis Whittington.....	Dist. Columbia.

## REGULATIONS.

I. The academic year is divided into two terms, the first beginning on the twenty-fourth of September, and closing on the twenty-fourth of December; the second beginning the third of January, and closing the twenty-fourth of June.

II. The vacations are from the twenty-fourth of December to the third of January, and from the twenty-fourth of June to the twenty-fourth of September.

III. There are holidays at Thanksgiving and at Easter.

IV. The pupils may visit their homes during the regular vacations and at the above-named holidays, but at no other times, unless for some special, urgent reason, and then only by permission of the president.

V. The bills for the maintenance and tuition of pupils supported by their friends must be paid semi-annually, in advance.

VI. The charge for pay pupils is \$150 each per annum. This sum covers all expenses except clothing.

VII. The government of the United States defrays the expenses of those who reside in the District of Columbia, or whose parents are in the army or navy, provided they are unable to pay for their education, and of twenty-five students in the collegiate department.

VIII. The State of Maryland provides for the education in this institution of deaf mutes whose parents are in poor circumstances, when the applicants are under twenty.

one years of age, have been residents of the State for two years prior to the date of application, and are of good mental capacity.

Persons in Maryland desiring to secure the benefit of the provisions above referred to are requested to address the president of the institution.

IX. It is expected that the friends of the pupils will provide them with clothing, and it is important that upon entering or returning to the institution they should be supplied with a sufficient amount for an entire year. All clothing should be plainly marked with the owner's name.

X. All letters concerning pupils or applications for admission should be addressed to the president.

## PROCEEDINGS AT THE FIRST COMMENCEMENT OF THE NATIONAL DEAF-MUTE COLLEGE.

These exercises were held in the First Congregational Church, corner of Tenth and G streets, on Wednesday, June 23, 1869, commencing at eleven o'clock a. m. A large audience was present, and the following gentlemen occupied the platform with the faculty and graduates: Hon. Amos Kendall, Rev. Dr. Starkey, Rev. Dr. Sunderland, Rev. Dr. Samson, president of Columbian College; William Stickney, esq., W. W. Corcoran, esq., Judge Sherman, General Howard, president of Howard University; Mr. Sidney Andrews, of the Boston Advertiser; Dr. C. H. Nichols, of the Government Asylum for the Insane; Rev. William W. Turner, ex-principal of the American Asylum for the Deaf and Dumb; and Mr. L. H. Jenkins, principal of the Kansas institution.

Rev. Mr. Turner opened the exercises by offering a prayer, in which he thanked God for the blessings of education that are now bestowed upon those who were once left to live in darkness and ignorance. He thanked God that such institutions existed, and invoked the blessing of Heaven upon the college and its graduates.

The prayer, and all other spoken exercises, were interpreted to the deaf mutes present by Professor Fay.

President Gallaudet then delivered the following opening address:

The occasion which brings us together to-day marks an era in the history of civilization. It stands forth without precedent, a bright and shining beacon in the higher walks of philanthropy and benevolence. The unreflecting and cold indifference that, because of their deprivation of a single sense, degraded a half million of God's rational creatures to the level of the imbecile, has given place within the lapse of a single century to the large-hearted practical philanthropy which first discovered the key at whose magic touch the mental prison-bolts should fly back, and has since declared in all the nations of Christendom that the deaf mute is no longer a pariah of society, but is entitled to the respect of his fellow-men, and is capable of a mental culture as full and as valuable to the community as that of his hearing and speaking brother. From the early days of imperfect results, wherein was claimed for deaf mutes only a development that might fit them to perform the humbler functions of intelligent labor, a growing estimate has been placed upon their capabilities, which to-day advances to the high position of according them the academic degrees of college graduation.

Where, in all the march of educational effort since time began, does a greater century stride appear? From mental midnight, starless even by reason of the thick clouds of prejudice and misapprehension overshadowing it, to the high noon of scholarly honors, revealing bright pathways not a few, wherein the so-called imbecile of a hundred years ago may walk onward and upward to usefulness and influence and fame. From moral darkness, deeper even than that of heathen ignorance, wherein no proper idea of God or religion could germinate, to the full light of comprehended and accepted Christianity, stimulating the soul to the highest development possible in our world of many clouds, and revealing the glorious hope of ripened fruitage under the rays of the Sun of Righteousness in the land of eternal day. For no class of intelligent beings does education perform so great a work as for the deaf and dumb. The starting point is so much lower, the plane of attainment so nearly as high, and the time spent in school-training so nearly the same with the deaf mute as with the hearing and speaking, that the return purchased by education is actually far greater in the case of the former than that of the latter.

Many of the intellectual phenomena presented in the transition from a state of igno-

rance to the condition of enlightenment in which the training of the schools leaves the mute are unique, and, in not a few instances, intensely interesting to him who would study the operations of the human mind in its various processes of development. It is not, however, our purpose at this time to consider the education of the deaf mute from a philosophic, or even an economic, standpoint; nor yet to tell of the origin and detail the history of this peculiar work in the world; but rather to relate briefly the story of the particular institution which has invited your attendance upon its first commencement festivities to-day, and to show what grounds its friends have for thanksgiving to that Power which has crowned their labors with results exceeding in speediness of attainment their most sanguine expectations.

It will be remembered by a few here present that in the year 1856 an adventurer from the city of New York brought with him to Washington five little deaf mute children, which he had gathered from the almshouses and streets of the metropolis. With the aid of a number of benevolent citizens he succeeded in setting up a school and in collecting a half score of deaf and blind children belonging to the District of Columbia. His ostensible object was the establishment of an institution for the education of these classes of persons, and in this he was supported by a number of influential gentlemen, most prominent among whom, both in giving and doing, was the Hon. Amos Kendall, to whom belongs the honor of being named the father and founder of our institution. The sharp discernment of Mr. Kendall soon laid bare the selfish purposes of the adventurer, as well as his entire unworthiness and unfitness to direct the work he was aiming to inaugurate. Good, however, ultimately from his efforts in the formation of an association having as its aim the performance of that work, which he would fain have used as a cloak to cover his selfish ends.

On the 16th of February, 1857, an act of Congress was approved incorporating the "Columbia Institution for the Instruction of the Deaf and Dumb and Blind," and authorizing the education at the expense of the United States of indigent mute and blind children belonging to the District of Columbia. On the 13th of June following, in temporary buildings provided by the liberality of Mr. Kendall, the school was opened. During the progress of the first year it was discovered that the provision made by Congress fell very far short of being adequate to meet the objects for which it was granted, and on May 28, 1858, a supplementary act was passed supplying the deficiencies of the first law. This second act also extended the privileges of the institution to children of men in the military or naval service of the United States. In the spring of 1859, Congress up to that time having appropriated nothing for buildings, Mr. Kendall added to his former benefactions by erecting a substantial brick structure and deeding this, together with two acres of ground, to the institution.

Thus far the directors had limited themselves to the work of affording the deaf and the blind of the District of Columbia and the army and navy an education suited to fit them for mechanical and industrial pursuits. But in the annual report for 1862 a purpose was announced, which had been in contemplation from the outset, of extending the scope of the institution so as to include a collegiate course of study, the benefits of which might be enjoyed by deaf mutes from all portions of the country. This extension of the work was plainly suggested by the organic law of 1857, the fifth section thereof permitting the directors to receive pupils from any of the States and Territories of the United States, and no limit being placed in the act on the duration of the course of study. Early in the year 1864, it was determined to realize if possible this national collegiate feature of the institution, and the passage of a law of Congress was secured empowering the board of directors to confer degrees.

On the 25th of June, in this year, (1864,) the college was publicly inaugurated, and on the 2d of July Congress recorded its approval thereof by a liberal appropriation "to continue the work for the accommodation of the students and inmates of the institution." On the 8th of September following, the work of the college was commenced, with seven students, in a temporary building, which had been purchased, together with fourteen acres of land adjoining the original grounds of the institution. But one provision was now lacking to open the college freely to deaf-mute youth from all parts of the country, viz: adequate means for the support of those unable to pay for their education. To meet this want a few benevolent gentlemen were found willing to assume the support of individual students, and the college was enabled to receive all worthy applicants.

This private aid, though temporary in its character, was most important at this particular juncture, and the names of Amos Kendall, William W. Corcoran, George W. Riggs, Henry D. Cooke, Charles Knap, and Benjamin B. French, of the District of Columbia, with William Sprague, of Rhode Island, J. Payson Williston and George Merriam, of Massachusetts, and Edson Fessenden and Thomas Smith, of Hartford, Connecticut, subscribers of free scholarships, will be held in grateful remembrance by the young men who have received the immediate benefit of their generosity and by all the friends of the college.

But during the year 1866 an incident occurred, the effect of which was to secure the very end desired by the officers of the college, and this in a manner wholly providen-

tial—quite independent of any plans or endeavors of theirs. A young man, residing in Gettysburg, Pennsylvania, who had become totally deaf at the age of fifteen, hearing of the establishment of the college, applied to Hon. Thaddeus Stevens for aid in securing admission. Mr. Stevens, with his well known ready sympathy for the unfortunate, promised the young man his assistance, and addressed the president of the college on the subject. To his surprise he learned that there was no law authorizing the free admission of students to the college save from the District of Columbia and from the army and navy. "What," said he, with no little indignation in his tone, "have we been appropriating the money of the United States to build and sustain a college for the deaf mutes of the country, into which a deaf mute from my district cannot be admitted?" On being informed that such was the fact of the defective legislation on the subject, he said, "We will very soon remedy this error, and the young man from Gettysburg shall be as free to enter your college as he who comes from the District of Columbia." This resolution Mr. Stevens carried into effect, by procuring the passage, on the 2d of March, 1867, of a proviso attached to the appropriation for the support of the institution, that deaf mutes, properly qualified, not exceeding ten in number, should be admitted to the collegiate department of the institution from any of the States and Territories of the United States, on the same terms and conditions as had been previously prescribed for residents of the District of Columbia.

Thus did the silent appeal of the Gettysburg boy open the door for the higher education of his brothers in misfortune throughout the land. Thus did the veteran "leader of the House" of the fortieth Congress, in the midst of the heavy cares of state, which were exhausting his failing strength, find time and vigor enough to secure from the government of his country a boon for the deaf and dumb, the efficacy of which shall endure, as we trust and believe, till that day of joy and peace when the "lame man shall leap as an hart and the tongue of the dumb shall sing."

While private benevolence has performed an important part in the inception of our college work, to the Congress of the United States belongs the honor of establishing and endowing the institution in a manner worthy of the government of a great nation.

Our present distinguished minister to Great Britain, after describing, in his world-renowned history of the United Netherlands, the depression and distress which prevailed throughout the low countries in the closing year in the sixteenth century, records a notable event in the following words: "And thus at every point of the doomed territory of the little commonwealth, the natural atmosphere in which the inhabitants existed was one of blood and rapine. Yet during the very slight lull which was interposed in the winter of 1585-'86 to the eternal clang of arms in Friesland, the estates of that province, to their lasting honor, founded the University of Franeker; a dozen years before, the famous institution at Leyden had been established as a reward to the burghers for their heroic defense of the city. And now this new proof was given of the love of the Dutch, even in the midst of their misery and their warfare, for the more humane arts. The new college was well endowed from ancient church lands, and not only was the education made nearly gratuitous, while handsome salaries were provided for the professors, but provision was made by which the poorer scholars could be fed and boarded at a very moderate expense; the sum to be paid by these poorer classes of students being less than three pounds sterling a year. The voice with which this infant seminary of the muses first made itself heard above the din of war was but feeble, but the institution was destined to thrive, and to endow the world for many successive generations with the golden fruits of science and genius."

If the world justly applauds this act of the estates of Friesland in providing the means of higher education for the youth of the state in general, at a time when it was perhaps least to be expected, shall not more emphatic commendation be given in the pages of history to that government which, having in the first year of gigantic civil war furnished means for the rich endowment of colleges in every quarter of its domain, was ready, in the closing year of the exhausting struggle, while laboring under the pressure of enormous and unprecedented taxation, to assume the burden of maintaining a college for a class once deemed incapable of even the lowest degree of education?

In this college, designed to be national in the bestowal of its advantages, are already assembled students from every quarter of the land. From the Keystone State have come six; from New England seven; four from the Empire State; while the States of the West have sent seventeen; and eight have come up from the South. These, with six from the District of Columbia, form an aggregate of forty-eight youth, representing sixteen States of the Union, who have received the benefits for a longer or shorter period of the course of study opened to them.

To those who are disposed to inquire what range of acquirement in the liberal arts is open to the deaf and dumb, it may be stated that deafness, though it be total and congenital, imposes no limits on the intellectual development of its subjects, save in the single direction of the appreciation of acoustic phenomena. The curriculum, therefore, in our college has been made to correspond in general to what is known as the academical course in the best American colleges, with the design of combining the elements of mathematics, science, history, philology, linguistics, metaphysics, and ethics,

in such a manner as to call into exercise all the leading faculties of the mind, and to prepare the way for whatever line of intellectual effort may be suggested by the varying tastes and talents of individuals.

To those who are inclined to ask what avenues of usefulness are open to well-educated deaf mutes, it may be responded that even before the completion of the course of the first graduating class have students of the college performed no inconsiderable service to literature by the translation of foreign publications. Already have some of them become valued contributors to public journals; already has an important invention in a leading branch of science been made by one of their number, while others have been called to fill honorable positions in the departments of the government and as teachers in the State institutions for the deaf and dumb.

But we do not on this occasion feel the need of verbal argument to prove the desirableness of collegiate education for the deaf and dumb.

The government of the United States, in that spirit of enlightened liberality which enacted the law for the endowment of agricultural colleges in the several States, has determined that the experiment of affording collegiate education to deaf mutes shall be tried. Funds necessary for the purchase of lands, the erection of buildings and the employment of competent professors, have been provided. Youth of the class designed to be benefited have eagerly sought to avail themselves of the offered privileges, and to-day, in the persons of our first graduating class, go forth the *living* arguments which shall prove whether the government has done well or ill in their behalf. They, and those who shall follow them year by year, must answer the question, "What can educated deaf mutes do?"—must show whether they can render to society an adequate return in the labor and influence of their manhood for the favors they have received at its hands during the formative and receptive years of youth.

In the belief that the result will abundantly vindicate the wisdom of Congress in founding and sustaining our college, shall we, its officers, go forward in our work—placing our trust in that Providence which has signally seconded our efforts thus far; and relying on the benevolence of an enlightened Christian people, making itself effective through the acts of their national legislators, to perfect and settle on foundations which may endure till time shall be no more the work they have nobly begun.

"It may not be our lot to wield  
The sickle in the ripened field;  
Nor ours to hear on summer eves  
The reaper's song among the sheaves:  
  
But where our duty's task is wrought  
In unison with God's great thought,  
The near and future blend in one;  
And whatsoe'er is willed is done."

The several members of the graduating class then delivered their orations, Professor Pratt reading the papers for the benefit of the hearing portion of those present.

Mr. J. G. Parkinson opened with—

#### THE EXPEDIENCY OF PROTECTIVE DUTIES.

Various writers on political economy have advocated the theory that government is established for certain fixed and definite ends, of which the promotion of industrial interests is not one. They allow the right to levy a tariff for revenue, not for the protection of particular branches of industry. Leave trade and manufactures, say these theorists, entirely in the hands of the people; the self-interest of men will lead them to do that which is most advantageous to themselves and to the community.

Another argument is that free trade is the natural condition of man, indicated by the diversity of original gifts in climate, soil, natural productions, position and opportunity, received from the hands of God. Every country has its own natural specialty, and to attempt to compete with the trade of others in certain commodities by nature more adapted to those foreign states, is foolish and unprofitable. Protective tariffs can only do harm as contravening the order established by nature.

In thus indirectly affirming that free trade is conformed to the divine will, and clearly shown by the gifts of creation to be most natural and most advantageous, these writers forget that the will of God is yet more plainly shown to be that on earth should be peace, good will among men. When all nations have abiding peace; when all are united in brotherly love, and, as a consequence, trade is unrestricted, and intercourse perfectly free; then, indeed, we shall have taken a long stride toward the millennium. Then, and not till then, shall we have reached the order shown by all the indications of nature and all the teachings of the Bible to be the designed condition of things. But under our present civilization, with much that is good, there is a great deal of bad. It involves artificial boundaries, dividing the lands and the people of the earth, sepa-

rating them into distinct nations, under different rulers, often hostile to each other, and their several interests not always coinciding.

Government is everywhere allowed to provide against war by building forts and vessels, arming and equipping troops, and by certain other precautionary measures. But with free trade and the consequent production by each country of those commodities only in which the return of invested capital will be quickest, and the outlay least, when a war arises with all its attendant rigors, at least one, and probably several important commodities will be cut off from each belligerent, and the consequence cannot but be highly disastrous. England, under free trade, would draw all her grain from Russia and the United States, and the Union would rely on Great Britain for manufactured cottons and woolens. With war between the two, and the ensuing state of blockade, England would lose both raw cottons and breadstuffs, and destitution and famine would ensue, while in America the price of cloth would be exorbitant.

It has been affirmed that even with war, and in spite of a stringent blockade, exchanges will go on with a measurable degree of success. Grant this; the fact still remains that much suffering and destitution will exist.

In our late war of the rebellion, even when evasions of the blockade reached a maximum, prices everywhere in the insurgent States were enormous, and want was universal. While the war lasted southern papers unanimously deplored their folly in not having paid more attention to manufacturing interests when able. Had the mills and foundries of the North, or even of New England alone, been in southern hands during the four years of strife, there are few who will say the result would not have been widely different from what it actually was.

Wars will cause temporary disturbance and hardship, even to neutral states. England has colonies in India, in soil and climate every way adapted to cotton culture, but, previous to the blockade of our southern ports, she had drawn much more than a moiety of her raw cotton from our Atlantic seaboard. We all remember the destitution among the cotton operatives of England temporarily thrown out of employment by the difficulty in obtaining the raw material. Then, the northern States, powerful even in their weakness, sent to their relief ships laden with provisions from their own abundant store. The fact remains, that Great Britain, advocating freetrade for herself and her colonies, was taken unawares and sorely distressed by a war abroad; and yet this is the nation held up to our eyes as a pattern by which to shape our policy.

The advocates of free trade have no proof from experience to show that our condition will be bettered thereby. They point to the example of the colonies here before the war of our independence, to prove that manufactures will spring up of themselves wherever they are needed; but manufactures here were in fact stimulated in consequence of the stringent policy of England forbidding the colonists to purchase goods except in English ports, of English merchants, and to export except through English ports, and in English bottoms. British merchants placed such high prices on their goods that it was far cheaper for Americans to defy the heavy penalties imposed upon manufactures in the colonies, and thus they laid the foundation upon which to build up a future manufacturing prosperity. But the close of the war which secured our independence and opened trade with all the world was followed by a sudden fall of prices. Congress provided no artificial guard against this sudden decline, and a ruinous commercial crisis ensued.

California, in 1849, and for several years later, was abundantly "protected" by the trackless wilderness and desert waste separating her from the eastern populated States, and by the high freights on vessels around the Cape. That she is now able to compete in manufactures with the East, is an illustration of the beneficial effects of protection. Whether the price of foreign products is enhanced by natural circumstances or by artificial tariff, the effect is the same for the promotion of domestic industry.

Again, and in like manner, in England, during our recent civil war, the difficulty in procuring cotton from us was such that it had the same effect which a high protective duty would have had. It enhanced the price and turned the attention of capitalists to India. In four years, cotton culture there made rapid progress, and now it is able to hold its own without any artificial stimulus.

The town of Canton, Ohio, a few years since, then without a single manufacturing interest, voted ten thousand dollars to enable Cyrus McCormick to start a factory there. To-day it has foundries and machine-shops, a factory of iron bridges, and other mills employing over two thousand five hundred workmen, and sustaining, perhaps, twelve thousand inhabitants. The town, from a village, has become a city, and the value of all property there and in the surrounding neighborhood has made a manifold advance, all through protected industry.

Looking at our Union, broad and grand, teeming with boundless wealth, fertile as a garden, who will not say that it is well worth the effort—well worth some temporary inconvenience, to develop our hidden resources? We have nearly everything necessary to the comfort of man. We can in time produce as cheaply, and of as good quality, as the most favored manufacturers in the Old World. But the capital embarked in building up new branches of manufacture must necessarily bring no return for a consider-

able time. Though to the ultimate advantage of the community, the business must, in the absence of bounties or protective duties, be conducted at a ruinous loss to the capitalist. And why should not the man who uses his wealth to develop new resources—to set on foot new branches of industry—be encouraged and rewarded as well as the inventor who, for his pains, has the exclusive monopoly of his product for a term of years? To talk of bloated aristocrats may be very well, but the facts in the case belie the accusation. A glance at the outlays of most of the large manufactories in New England, as compared with the returns of income, will awaken surprise, not that the income is so large, but that the interest on invested money is so small. That manufactures, (iron manufactures even,) do accrue to the benefit of the laboring classes, is plainly evident. Are our laborers worse off than those of England or Germany? Why is it that immigration is on the increase—not on the wane?

It is not claimed that we do receive the benefit from government supervision that we ought in the matter of protection. Many blunders have been made in framing our tariff bills. We have often had cause to wish things done undone. There is room for vast improvement in our management of this matter.

It is claimed that great corruption results from the exercise of the protective power by Congress. Manufacturers, having once obtained the advantage of protective duties, use their influence in such a manner as to perpetuate the privilege. They have found that Congress can be persuaded to extend the high tariff beyond the time that need be allowed, and that, by the repetition of the process, a burden becomes fastened upon the nation which cannot be shaken off.

Instead of giving up the advantages of protection for this reason, would it not be better to endeavor to find a remedy for the evil complained of? What we need is some means or measures which will have the effect to secure a proper limitation as to the time during which the duties for protection shall continue.

May not the desired remedy be found in an enlargement of the responsibilities imposed upon the special commissioner of the revenue. Let the bureau of which he is the head be empowered to make the necessary investigations, and the commissioner be required to recommend what duties shall be allowed, and at what time and in what manner they shall ultimately be removed. Under the light thus furnished, let acts be passed with definite limitations and with the distinct understanding that the limits so fixed are not to be overpassed. Thus will all the advantages of protection be secured, and the possible evils and disadvantages be avoided.

The future which our republic can attain under a judicious protective system is grand beyond expression. Its population, numbering hundreds of millions; everywhere busy cities and villages, from which the hum of ceaseless industry arises; mills on every stream; in every valley the sound of the forge; in thousands of dark mines men like gnomes at work pouring the glittering underground treasures into the currents of exchange; with all its parts united in bonds of mutual interest; the causes of internal dissension which once darkened its prospects being removed and outgrown; fearing nothing from foreign aggression, its own resistless might a guarantee of lasting peace; its flag will be everywhere respected, on sea and land alike; and the name of an American citizen, like the *civis Romanus sum* of the ancients, will be a talisman to open every door and to guard from injustice and insult over the whole world.

By thus fortifying itself and building up its own material interests, not neglecting in the meantime a due care for those higher interests, without which no material prosperity can be either durable or of any real value in itself, it will most effectually prepare the way for the hoped for time when universal brotherhood shall prevail, and when all separating barriers between nations may safely be removed.

Mr. Parkinson was followed by Mr. J. H. Logan, whose subject was entitled—

#### A GLIMPSE AT SCIENCE.

We live in a beautiful world. On every side a thousand objects attract the eye and invite to observation. The landscape in all its varied features—now rugged and stern, now majestic and grand; here gay and luxuriant, there in quiet and peaceful repose, is ever present to our sight. The clouds are ever changing their forms and hues, the stars are always twinkling in the sky; day and night, summer and winter, though always returning, are not mere dull, unvaried repetitions. Beautiful trees and flowers clothe the fields; gorgeous butterflies flit in the air; shining metals and glittering crystals lie scattered in the bowels of the earth; the sea teems with delicate seaweeds, beautifully colored shells, and snow-white corals. These are things which, however superficially observed, appeal to our sense of the beautiful.

But when we look more closely at these objects we perceive much hidden beauty, never found unless diligently sought for. Nature will never permit indolence to behold her greatest wonders. Such phenomena as chemical transformations, the electric flash, and volcanic eruptions reveal the existence of mighty and mysterious forces.

Patient study discloses a wonderful unity of plan in the whole creation, and a special adaptation of each part to every other. Every animal and every plant, from the highest to the lowest, is perfectly fitted for the conditions in which it is placed. We cannot avoid having our curiosity excited to find out the nature and design of the things around us. For such knowledge the soul has an innate longing, and to acquire it is one of our highest aspirations. To gratify this desire by searching out the hidden wonders of nature, and gaining a knowledge of her laws, is one of the objects of science.

Though all cannot hope to achieve great results in science, no man is necessarily excluded from engaging in its study; its truths may be made clear, and give pleasure to ordinary minds. It is an encouraging sign that able men are earnestly striving to stimulate and gratify the increasing desire among the masses for scientific knowledge. We cannot but look for important results from these attempts to popularize science; for the refining influence of such studies on the social condition of man is great, and the progress of science herself is accelerated with every new accession of observers to her rank.

When any kind of knowledge becomes the common stock of men, it is made the subject of daily thought and allusion. In this way a familiarity is acquired with new ideas, which by being scattered among so many persons, are certain to stimulate some to experiment and discovery. One individual finds out a new truth, perceives a new relation between some phenomena in nature, or propounds a plausible theory. This incites others to observation and experiment. Many soon set themselves to work to investigate the theory; numerous facts are collected and many experiments made, by which it is, in the end, either established or overthrown. If the theory is proved to be false a great advance is nevertheless made, for now we know certainly that one thing is not, and after this no more time will be wasted on it. Moreover, misdirected investigation frequently becomes the means of bringing to light facts previously unknown, and is always useful as a stimulus to intellectual activity. Thus the alchemists, pursuing a delusive idea, founded the important science of chemistry. Even a man who tries to solve the impossible problem of squaring a circle often has his faculties so sharpened as to prepare him the better to work out intricate calculations. If, on the other hand, the theory is found to be true, many individuals apply themselves at once to searching out and exhausting its applications. All the truths which are discovered become, in due time, the common property of educated men, and, in their turn, serve for the establishment of still higher truths. Our progress is thus gradual, but ever onward.

To the expansion of the mental powers there seems to be no limit. Each generation inherits all the accumulated knowledge and experience of its predecessors. Many books, which we are able to master in a year, contain the results gained by the labors of more than a century. Judging from the past, it is scarcely to be doubted that many things, now known only to a few scientific men, will in the future be a common acquirement of the school-boy. There was a time when the knowledge of algebra was confined to a few great mathematicians. Now almost every diligent school-boy knows more of algebra than did those great mathematicians. The new science of quaternions, which is now so difficult that only a few eminent men are able to master it, may, ere the present generation has passed away, be made a study in every college.

A century ago all the history of our globe anterior to the creation of man was a blank. Geology is now able to show us, in the clearest manner, what changes the earth has undergone, and to restore the strange animals and plants which once peopled it. Comparative anatomists have made such progress in this science that by the aid of a single tooth they are able to reconstruct an animal which, long before Adam came into being, had entirely disappeared from the face of the earth. Most wonderful discoveries have recently been made by means of the spectrum analysis. When metallic bodies are heated to whiteness their light on being transmitted through a prism, is resolved into a spectrum analogous to that of the sun. Each metal, thus heated to incandescence, is found to give a spectrum containing one or more bright colored bands, by which it can always be recognized. Now, by comparing the bands in the spectrum of iron with some bands in a certain part of the solar spectrum, it is found that they coincide exactly as to size, number, and position; the existence of iron in the sun is thus proved. In a similar way it has been shown that other metals exist in the sun and fixed stars. This new science gives great promise of making us acquainted with the chemical elements and physical conditions of every star. It has already proved that some of the stars must be in a red hot or liquid state, while some of the nebulae have been shown to be masses of matter so intensely heated that they have assumed the gaseous form. The microscope is to be regarded as, perhaps, the most wonderful and perfect instrument which science has devised. Its application to the various departments of physical science has caused an immense extension of their boundaries. By its aid has been discovered a new and unseen world, as extensive and wonderful as the visible. Who would think of finding anything beautiful upon a dry stick of wood; yet this uninviting object is often covered with minute fungi, which, when submitted to examination under the microscope, are found to present many curious and elegant forms. In an aesthetic point of view what can appear more worthless than guano; yet this ugly

earth contains microscopic shells of the rarest beauty. Few think the frog a handsome animal, though years might be profitably spent in studying its various tissues with a microscope. A living frog's tongue, when magnified, is a very splendid object; and of the lung of this animal, as seen under the microscope, Professor Quickett says, "the magnificent sight then disclosed will baffle all powers of description."

A glance at these, a few, only, of the great results which science has achieved, reveals to us a magnificent prospect of the future. Of the boundless realm of science we have conquered but a small part. Rich and unexplored regions are the reward of him whose head is clear enough and whose will is strong enough to overcome the difficulties in the way. These qualities made Alexander master of the world. But here we need not, like him, sit down and weep that there are no more worlds for us to conquer. Here ambition is noble—its track is not, like the great Macedonian's, strewn with gory corpses, burning towns, and desolated fields; but all along are alleviations to human suffering, great manufacturing centers, held in friendly communication by a network of railways and telegraphs, and barren lands changed to blooming gardens. Ambition in science harms no one, but benefits all. The reward of Cæsar's ambition was the assassin's dagger; Napoleon's sent him into exile on a lonely island; and, though both have secured an undying renown, their laurels are stained with blood uselessly shed. It was not thus with the ambition of Newton and Faraday; theirs has been a blessing to their race; their nobly won laurels are not stained with blood. Even the hero in a righteous war, who secures to his country the blessings of peace, and wins for himself the applause and honor of a grateful people, could not gain his victories without the aid which comes from science. Both in war and in peace science is one of the main sources of national power and greatness.

Is it not, then, a glory to aid in the advancement of science? Here we may all do a little, and the pleasure itself, often deep and intense, is the greatest reward of all. Every well educated man has it in his power to do something. He may make the treasures of science accessible to the many, infuse a taste for the study of nature, and throw the sunshine of encouragement upon budding genius. But for the encouragement given to his early taste for the study of nature, the genius of Hugh Miller might have been altogether lost to the world. Science looks to woman, also—to her is intrusted the education of the young; the formation of their character for life. A well trained child is his mother's glory. What greater earthly pleasure could any woman desire than to have a distinguished son acknowledge in his written works, as did that eminent man of letters, Lamartine, that he had a good mother who did all she could for him? The road to eminence is open to all. But fame is not the object to be sought for, and will come only as the just recompense of worth. He only will accomplish really good work who loves science for its own sake. It is enough for us if we are doing good service according to the measure of our ability.

Some think that science is destined to overthrow religion—to leave us without any hereafter. If this be so, then indeed is life an empty dream, and the glory of science an illusion. The mental development of three-score years and ten, which can but reveal to us how vast and illimitable is the field of knowledge, must then end in bitter disappointment. All our hopes of entering another and happier world, where there are no hindrances to our progress, are then gone—all becomes an everlasting blank. If this be the end of science, what mockery could be more bitter? Our capacity for a perpetual increase in knowledge is itself an earnest of a future state. Conscience and the works of nature both declare—there is a God. As has been well said, science but unfolds to our gaze the thoughts of Him in whom all knowledge begins and ends. The devout astronomer, Kepler, exclaims, "O! God, I think thy thoughts after thee."

When we study an author, whose thoughts are beautiful, good, and true, we ascribe these qualities to the character of the author himself, and are grateful to him for his efforts to please and instruct us. The book of Nature and the book of Revelation both disclose to us the attributes of their divine author. The one is for the eye of science, the other for the eye of faith. Both contain mysteries too deep for the greatest intellect, and are yet so simple that a little child may understand them. It is God who gives us all these wonders of science and the capacity to enjoy them; the vastness of the universe impresses us with a sense of His Almighty power, and awakens reverent admiration; the tiniest flower speaks to us of His fatherly care, and strikes a tender chord in our hearts. Science can tell us no more; but the clear eye of faith beholds in the cross of Christ a realization of what the sages of Greece and Rome so vainly sought to attain—the hope of immortality and a restoration of the soul to its original purity and happiness.

Mr. J. B. Hotchkiss followed with an oration on "nature and literature," and at the conclusion he delivered the "valedictory address." They were as follows:

#### NATURE AND LITERATURE.

Away in the land of the Orient, on the banks of the river Tigris, the traveller sees vast plains unroll before his eyes, with billowy mounds scattered here and there, on which graze flocks of goats and camels. For a long time no one suspected that a kingly palace once reared its walls here; that an "exceeding great city" here had its site; that this was the scene of such glory and power as the world has seldom known. Those who pitched their tents on the grassy mounds dreamed not that they were reposing over the burial place of the grandeur of an ancient people; that beneath them were gorgeous halls and winding passages which once echoed to the tread of busy life. Like faint echoes from the past, a few names and dim legends of the power and glory of this long-buried city had come down to us, but it was reserved for a stone to reveal the story of this vast empire. The king of this great people had his name graven on the back of the stone slabs of which his palace was built, and upon their fronts his great achievements were chiseled in the arrow-headed characters of his nation. A man from a distant isle succeeded in deciphering the name upon one of these slabs, and thenceforth Nineveh was not allowed to rest undisturbed. Ere long the broad bosom of the Tigris floated away huge slabs of alabaster, and blocks of stone, exhumed from the rubbish, were deposited in nearly every museum in the world.

What is it that made men toil in the dirt of a forgotten generation to bring the ruins of this city to the light of day? What is it that makes the scholar bend with wearied eye and throbbing brow over these old, mutilated inscriptions? These stones have tongues which reveal the thoughts of this ancient people. Every line of these old inscriptions teems with thoughts, as telling something of their history. It is the search for thought alone which dignifies the toil among the mounds of Nineveh, and makes each new discovery interesting to all the world.

This search for thought is natural to man as a thinking being. Nothing is regarded by him as useless which serves this end. He may not be able to give reasons satisfactory to the objector, but there is that in his soul which tells him there is a use, and he goes on obeying this something within him, just as a man will yield to the cravings of hunger, who knows nothing of such an organ as the stomach.

This intellectual appetite not only induces men to dig among ruins, and wipe the dust from ancient inscriptions, but it leads them into the wide and free domain of nature, to scan the crystal and the flower, and the animal, from the mite to the mastodon. It is in nature that thought has its widest range. Here everything is filled to repletion, with thought of the purest and most elevated kind, fresh from the author of the intellect itself. This truth has never been more fully brought out than in the great work of the master in zoology, who sums up each of his first thirty-three chapters as expressions of the thoughts of the Creator. But the expression of divine thought in nature is not to be limited to thirty-three chapters; in fact, it is illimitable, for there is not a stone, a leaf, a flower, an animal, or a dew-drop, that reveals not to us some story of its Creator. The whole face of nature, to him who can read it aright, is covered with celestial types and symbols, which, in their beauty and sublimity, stamp those of Nineveh as the foolish vaunting of a vain-glorious people.

The office of the man of literature is a sort of high-priesthood in the sanctuary of thought. He is admitted into the inner tabernacle, and thence brings interpretations for the people, and records them for future generations. He is at once an instructor and a guide of mankind. Fortunate is he who is consecrated to this high-priesthood, and a sense of the vast responsibilities of the position should lead him to the only true source of all noble inspiration as found in nature and nature's God. He spends days and nights in libraries, poring over books that give the thoughts of the great of past ages, and strives to bring his mind into intimate communion with them, and he does well. He takes long journeys to gaze upon the works of great masters, and drink in the inspiration of the thoughts they endeavor to reveal on canvass or in marble, and he does well. But in books of history and literature we are mainly brought into contact with the purposes and deeds of men, and we see God only through dim and distorting media. In works of art we have, at most, only nature at second hand, and can but imperfectly read the lessons she would teach or discern the thought she would utter. But in nature we are exclusively among the works of God, and we behold not only His works, but Him working; we feel His presence equally in the lowliest plant as in the starry heavens. History, literature, and art can be distorted and falsified, but in tracing the processes and laws of nature, we are walking in the luminous foot-prints of the eternal principles of truth and beauty. The literary man should be careful to ground in his mind just ideas and right impressions, and to do this it is essential that he go and take lessons at the primary source of knowledge; he should not receive his

ideas and impressions from other men, for the person he copies from may have studied nature neither faithfully nor correctly. He who knows not, either by inspiration or observation, how nature works, cannot himself work to profit in the field of literature.

Nature is the ultimate standard of comparison which we set up for ~~all~~ the creations of the literary man. The question "Are they natural?" is one that is universally asked of a writer's conceptions, and as it is decided in the affirmative or negative, so is the merit of his work judged. Literature, like art, is excellent in the degree it approaches the true and the real, and the things of nature are the only criteria of truth and reality.

The literary man, like the artist, has no power in the origination of symbols; he speaks as God has spoken from the beginning. The language of literature and of nature must be the same. Only through what we see in the actual world can we interpret what we find in the literary world; and nature must furnish to the author his media of expression. It is this common speech of the two that makes them one in their hold upon the mind and renders it impossible to enter into the first save through the gateway of the second.

Nature abounds with things which serve to illustrate the varied phases of human life and character. What can more beautifully impress upon the mind the sublime truth of immortality than the rose of Jericho—the flower of resurrection? It has its home in the burning sands of the desert. There it grows and blossoms, and the children of the desert love it, as, scouring over the arid wastes, they behold it lifting up its beautiful flower—a feast to the eye and a messenger of hope to the soul. The season changes, and it withers and dies. The scorching simoom rises, and, seizing its shriveled roots, bears them on the wings of the tempest, far, far to the east, until they fall upon another soil. Then the rains come and moisten the parched plant, and soon—miracle of nature!—it expands, the leaves unfold, its beauteous flower springs forth, and life and breath return to the dead child of the Sahara.

The poet conveys to us a vivid apprehension of his ideas by the similes he draws from nature, as, when Wordsworth says, addressing his lay to Milton:

"Thy soul was like a star, and dwelt apart.  
Thou hadst a voice whose sound was like the sea;  
Pure as the naked heavens—majestic, free."

Or, when rare Ben Johnson sings:

"It is not growing like a tree  
In bulk, doth make man better be.  
Or, standing long an oak, three hundred year,  
To fall a log at last, dry, bald, and sere.  
A lily of a day  
Is fairer far in May;  
Although it fall and die that night—  
It was the plant and flower of light.  
In small proportions we just beauties see;  
And in short measures life may perfect be."

Many things give pleasure to us as shadowing forth our own states in the states of nature. A certain sympathy is established between them and us, by which we do not so much receive what they nakedly present, as invest them with our own attributes and relations, and cause them to reflect our own passions and feelings. We are thus enabled to discover in inanimate nature some of the conflicts that take place in our own minds; to rejoice over the triumphs of her productive efforts, and to mourn over her decay; to feel the cheer of her smile in summer, and the dejection of her frown in the bitter cold of winter. And the poet who would teach us by his idealizations that the objects around us are something besides mere objects of sense—something to love as well as to admire—must himself walk with nature as with a mistress and a teacher, and meekly learn of her ways. He must have seen them himself who would show us "men as trees," and transform the beautiful Daphne into the Mezcreon of the spring; who would make us see the vain Narcissus in the graceful lily that bends to see its own fair form in the stream, and trace the Hamadryad in the birch tree, combing its perfumed tresses with milk-white hands; and the Naiads laughing in the sparkle and murmur of the blue-eyed fountain; and in everything something superior to itself and akin to our own nature.

Would the poet take lessons in sublimity? What is more sublime than the majestic movement of the things of nature as they proceed onward from age to age, an august procession that cannot but strike the contemplative beholder with awe, and swell his soul with indescribable emotions of grandeur? Would he discipline his mind? What can impart so true and perfect a discipline as the errorless teachings of God? It is said that the study of the classics will do this, because the inflections of the Greek verb are symmetrical and harmonious; but is there aught in the polished language of the Greeks as symmetrical as the evolution of a flower, or the crystallization of a rock, or the formation of a rainbow, or the unfolding of a golden-winged insect from its chrysalis? The Greek verb is, at times, irregular, but in the paradigms

of nature there is nothing irregular or defective; there is neither exception nor anomaly to deform its perfect lessons. Would the poet go further and study the Almighty and His attributes? What so faithful in teaching these as His glorious works; for is not His stability shadowed forth in the "Rock of our Salvation"—the foundation of our hope?—His beauty in the "Rose of Sharon" and the "Lily of the Valley;" the strength and self-sacrificing innocence of our Lord Jesus in the "Lion of the Tribe of Judah," and "The Lamb of God which taketh away the sin of the world?" Does not the sun declare His glory, for "He is the Sun of Righteousness," and the stars proclaim His beauty and beneficence, for "He is the Bright and Morning Star?" Indeed, what is there in all the vast realm of nature that does not attest His goodness and mercy? Is not his thoughtfulness for even the lowliest exhibited in their means of protection from the elements, their weapons for defense, and the provision for their sustenance?

That the men whose names have become famous in literature studied nature more than books is fully evident from their works. They did not wait for Lord Bacon to open the way by the study of nature as a science. Long before his time were they wont to

"Wander where the muses haunt,  
Clear spring, or shady grove, or sunny hill,"

and to observe nature in her varying moods. Thus we read in Chaucer many exquisite passages on nature. The following will show the value he attached to her teachings:

"And as for me, though that I konne but lyte,  
Of bokes to rede I me delte,  
And to hem yeve I feyth and ful credence,  
And in myn herte have hem in reverence  
So hertely, that ther is game noon  
That fro my bokes maketh me to goon,  
But yt be seldome on the holy day,  
Save, certeynly, whan that the monthe of May  
Is comen, and that I here the foules syng,  
And that the floures gymen for to spryng,  
Farwel my boke and my devocion!"

He had so great an affection for the simple daisy that he says, when viewing it:

"That blisfull sight softeneth al my sorwe."

In more modern times we have an exquisite poet of nature in Robert Burns, who owes his deathless fame to the lessons he read from Nature's open page. Witness his pathetic lines to a field-mouse, on turning one up in its nest with his ploughshare, and his address to a mountain daisy, which suffered a like fate.

In Scott and Wordsworth, also, we have poets who were trained in nature's school. The latter sums up the feelings of the true literary man when he exclaims from the depths of his heart:

"To me the meanest flower that blows can give  
Thoughts that do often lie too deep for tears."

The habitual contemplation of the natural world predisposes one to seriousness of thought and that pensiveness of spirit which gives an author far more of an attractive power than all the wit of a Sheridan. This is exemplified in our own Hawthorne, whose recently-published notes from his journal give evidence of his intimate communion with the inanimate world and the assiduity with which he pursued his lessons under its teachings.

The literary man who has none of the feelings of that exiled Syrian, who, visiting the Jardin des Plantes, there "clasped his country's tree and wept," and, as the tears trickled down his cheek, he was once more borne on the back of his faithful beast across the trackless desert; once more he breathed the parched air bearing to him faintly the perfume of the thicket bordering on the distant oasis; again he saw, afar off, the stately palm tree cresting over the cool fountains, until his tears gave place to smiles of joy and hope; the literary man who is not thus, in some degree, affected by natural things, should put off the insignia of his high-priesthood and leave it to worthier men. And in these days, when men of letters are gaining more and more influence, it is all-important what principles underlie their characters. That these may be right, they should, as I have urged, learn to understand and appreciate nature, for all its teachings are stainless and pure. And it is worthy of any man to cultivate this intimacy with what is so well adapted to raise and refine his character, that he may see God through all and beyond all, and exclaim:

"These are thy glorious works, Parent of Good!  
Almighty, thine this universal frame,  
Thus wondrous fair! Thyself, how wondrous then!  
Unspeakable! Who sittest above these heavens,  
To us invisible, or dimly seen  
In these, thy lowest works, yet these declare  
Thy goodness beyond thought and power divine."

## VALEDICTORY.

**HONORED PATRON:** Toward you, as the representative of the government which has fostered the institution with which we have been connected for the four years past, and of which we this day take a final farewell, we cherish more than ordinary feelings of gratitude. But for your munificence, the training which we have obtained within its walls would probably never have been ours. As the first who go out into the world with its teachings instilled into our minds, we shall endeavor to show our gratitude by cherishing those principles of loyalty and patriotism which should always live in the breasts of true citizens; and with those talents which God has given us, and which you have helped us to cultivate, we will try, in our future lives, to follow in your illustrious footsteps in seeking the utmost good and prosperity of our country. Farewell!

**GENTLEMEN OF THE BOARD OF DIRECTORS:** As a class, and as individuals, we feel a high sense of the obligations we are under to you for the benevolence and the progressive spirit you have shown in the organization and direction of the college we leave to-day; and we sincerely hope that the enterprise will meet with the success which your energy and devotion to the work warrant us in expecting, and that you will receive the support and encouragement due to a project whose utility can no longer be questioned. We greet you as friends of the cause of universal education, and we are happy and thankful that the claims of the large and growing class of deaf mutes have been committed to such worthy hands. Farewell!

**HONORED PRESIDENT:** The tie that we sever in parting from you is no ordinary one. Sustained as we have been through our whole college course by your friendly interest and wise counsels, we shall ever feel the greatness of the debt due to you. Amid the trials and perplexities of an untrodden path your hand has ever been ready to guide and help; and now, as we go forth into the world, we feel well assured that we shall find no truer friend and well-wisher within its furthest bounds. It is the greatest wish of our hearts, because we know it is one dearly cherished by you, that the time may not be far distant when you will hear the halls of our *alma mater* echoing to the tread of hundreds of youth from all parts of the world, and its alumni, scattered far and near, performing their work on earth with credit to themselves and honor to your teachings. In bidding you farewell, need we say that in our future spheres of life we shall look with increasing interest upon the progress of your work, and do what lies in our power to contribute to its success. Farewell!

**GENTLEMEN OF THE FACULTY:** Our four years of pleasant intercourse here come to an end. No more of daily meetings in the class and lecture-room to mingle in the search after the hidden truths of science, or to receive from your hands the precious ore of knowledge. We go out from you; others will take our places; but we shall always cherish in our inmost hearts pleasant memories of those times that can no more return. For your patient forbearance with our faults and failings we thank you. For your untiring efforts to implant in our minds the germs of true wisdom we thank you. For your generous interest in our welfare and your well-timed advice we are truly grateful, and we hope to carry with us wherever we go those seeds of true manliness which you have taken care to sow in our hearts, and in future years will lay at your feet whatever meed of praise and honor they may have won for us in this world's strife. Farewell!

**CLASSMATES:** There are times when we experience thoughts and feelings which we cannot utter. It is so with me to-day; for I find it impossible for me to express the varied emotions that surge through my heart in bidding you a long farewell.

In looking back upon our college experience, with its varying lights and shadows, which one of us does not feel springing up within him a thrill of joy that he has been permitted to store up such memories? Which one of us does not feel thankful that it has been granted to him to mingle with his fellows, and feel the elation of their friendship and sympathy? Is there one among us who can say he does not feel elevated and refined by the toils and sorrows, the hopes and joys, we have shared in common? And in our after lives, when we permit the tide of these youthful memories to sweep over our vexed and despondent spirits, who of us will not arise refreshed and reinvigorated, and go forth with new enthusiasm and hope to carry on the battle of life?

We are few in number, and our class history is soon told. We were four. We are three. One who entered, eager as the best of us, has not lived to see the end. Let us in this hour bestow a thought upon him who was so true a man and so faithful a friend, and go our ways, cherishing his memory, and sorrowing for what our brotherhood have lost by his death.

We are indeed few, but the smallness of our number has brought us into more intimate relations, and opened to each that inner sanctuary of the heart which but few can occupy; and this makes it still the harder to sever the links which bind us to each other and to our *alma mater*. But our limited experience has, no doubt, already taught us that life is made up of such meetings and partings, and yet, if there are many such as this, we may well look forward with misgiving.

But it is not wholly sorrow that makes tumult in our breasts to-day. We have youth, and hope, and ambition, and to us the future has a rosy hue. We have looked forward

to this hour as the beginning of our earnest life-work, and, now that it is come, we cannot feel sorrow alone, notwithstanding all that it brings with it. "Our spirits leap to be gone before us, in among the throngs of men,"

"Men, *our* brothers, men, the workers, ever reaping something new;  
That which they have done but earnest of the things which they shall do."

And may we enter into our part in this life-work with an energy and perseverance that will reflect honor upon the faithful teachers and friends we leave behind us. Yet, still, let us choose the nobler part, and live not so much for self as for our fellow-men, our country, and our God.

Classmates, the hour is come. Farewell!

After the delivery of these orations the Hon. Amos Kendall spoke as follows:

**MR. PRESIDENT, LADIES, AND GENTLEMEN:** This occasion brings to me a train of interesting memories. About fifteen years ago an adventurer brought to this city five partially educated deaf-mute children, whom he had picked up in the State of New York, and commenced exhibiting them to our citizens in their houses and places of business. He professed a desire to get up an institution for the education of unfortunate of that class in the District of Columbia, raised considerable sums of money, and gathered a school of about sixteen pupils. Apparently to give respectability and permanency to his school, he sought and obtained the consent of some of our leading citizens to become its trustees. It soon appeared, however, that he had no idea of accountability to them, and only wanted their names to aid him in collecting money to be used at his discretion. On being informed by the trustees that such an irresponsible system was inadmissible, he repudiated them altogether.

In the mean time, an impression had gone abroad that he maltreated the children, and it led to an investigation in court, ending in the children being taken from him and restored to their parents, except the five from abroad, who were bound to him who now addresses you as their next friend.

The trustees then had a meeting to determine whether they would abandon the enterprise or go forward. Having in the mean time understood that there were from twenty to thirty of their fellow human beings in the District who, from deafness or blindness, were cut off from all means of education in the ordinary schools, they determined to go forward. They adopted a constitution, raised contributions, hired teachers, and opened a school in a house set apart for that purpose at Kendall Green.

At the session of Congress in the winter of 1856-'57 they procured an act of incorporation, containing a provision for the instruction of the indigent deaf and dumb and blind in the District at the expense of the United States. This act, by allowing the institution to receive pupils from all the States and Territories, and leaving all details as to the objects of study, the arrangement of classes, and the length of time the pupils should be taught, to the discretion of the directors, enabled it to expand, should it ever become practicable and desirable, into a great national institution, in which all the higher branches of science, literature, and art should be taught.

The institution was organized under its charter in February, 1857. In May of that year the board of directors were so fortunate as to secure the services of E. M. Gallaudet, esq., under whose energetic and prudent management, first as superintendent and then as president, the institution rapidly advanced to the front rank of similar institutions, not only in our own country, but throughout the world.

At his instance an act of Congress was passed in April, 1864, authorizing the institution to confer degrees and issue diplomas. The time seemed now to have arrived for carrying into effect a project vaguely entertained from the origin of the institution. The State institutions taught little else than those branches of knowledge taught in the common schools. The deaf and dumb in the various States, desirous of attaining or able to attain to a higher degree of culture, were not numerous enough to justify the maintenance of a college in each State for their instruction; but it was believed there were enough of that class in all the States to sustain one such institution. And where could that be so appropriately located as at the seat of the general government? Influenced by these considerations, and in the belief that there were enough of deaf mutes partially educated who panted for higher attainments, and would find means to pay for them, the directors, in the summer of 1864, organized a new department in their institution, denominated the "National Deaf Mute College." In the mean time they had been relieved by Congress of the charge of the blind, and authorized to take the deaf mute children of soldiers and sailors.

Thus has our institution been matured; the progress of the college has been most encouraging, and buildings for the accommodation of all its departments are springing up on the confines of your city, an ornament to your surroundings, and a testimony to the benevolence of our people and our government.

In ancient times it required the exertion of divine power to enable the dumb to

speak and the blind to see. The restoration of sight and hearing was the subject of miracles in the time of Christ. It was a part of his holy mission to cause the deaf to hear. We do not claim that there is anything supernatural in the teaching of the dumb in this our day; but is it not the fruit of that love to our neighbor which Christ taught his disciples, and that use of those faculties of the mind which God gave to man from the beginning?

What more noble invention has Christian civilization brought to man than the means devised to teach the blind and the deaf to read and write? And what more godlike charity can there be than in furnishing the means to enable these unfortunate children of darkness and of silence to receive the lights of knowledge and religion—virtually to enable the blind to see and the deaf to hear? And where shall our benevolence stop? Shall we be content to merely fit them for the animal drudgeries of life, or shall we enable those who have aspiring minds to soar into the heights of science and art, to solve the problems of nature and admire the wisdom of God?

But the subject is not merely one of benevolence; it is also one of public policy. How many hands are made permanently useful to society, and how many minds are awakened to aid in the progress of our age, by the deaf and dumb institutions?

It is an accepted proposition that, the brain being unimpaired, the destruction of one of the senses renders the rest more acute. If the sight be lost, the hearing becomes more distinct; if the hearing be lost, the eye becomes more clear and piercing. Why then may it not be, that persons deprived of hearing are more fitted to excel in some branches of learning than those in the full possession of all their senses? Silence and seclusion are conducive to study and meditation. In the silence of the night the astronomer can best study the heavens. In the silence of the desert and cave the hermit can best meditate on the vanities of life and the attributes of God. And is it unreasonable to hope that men whose atmosphere through life is silence, may, if allowed the benefit of a superior education, become prominent in all those branches of learning to the acquisition of which silence is conducive? Why may we not expect to find among them our most profound mathematicians and astronomers, our most clear thinkers and chaste writers, our most upright men and devoted Christians?

My dear young friends of the graduating class, although you have been well taught, not only in books, but in your duties to God and man, I desire to say a few words to you at parting.

There is an old book, seemingly considered almost obsolete in some of our colleges and seminaries of learning, and yet it contains the earliest record of the principles and precepts on which are based all order, all law, and all religion that deserves the name or is useful to man. That old book is the Bible. I beg you to read and study it, not merely as religionists, but as men seeking after truth. You will find in it, as you doubtless have found, much that you cannot understand, and some things that may stagger your faith; but you will find this great principle running through it from beginning to end, that obedience—obedience to law and rightful authority—is the only guarantee of human happiness, national and individual, here and hereafter. The lesson is first taught in the story of Eve and the apple—whether fact or allegory it matters not—the teaching is the same. It is repeated throughout the book, from Genesis to Revelation, in narratives, in parables, in promises, in threatenings, in songs, in prayers, in prophecies, in famines, in pestilences, in wars, desolations, and captivities. All, all are represented as flowing from disobedience to lawful authority. And is not this book (in some parts the first of all books) worthy of profound study, if it were only to see whence came that principle on which all order, law, and just governments are based, and to trace it through the ages down to our own day.

I know not what your religious opinions are. You go out into the world at an era when society is shaken as by an earthquake. So wonderful have been the inventions and discoveries of modern times, that men's faith in everything old seems to be shaken. Strange and absurd theories, reversing the order of God and nature, are broached and find believers.

Remember, young men, that whatever else may change, the moral principles inculcated in the Old Book are unchangeable, and if its religion be called in question, tell the caviler to hold his peace until he is prepared to offer a better. Sweet is the Christian's hope, and none but a devil incarnate would seek to destroy it.

Dr. Samson, president of Columbian College, was next introduced, and spoke at some length, referring to the amicable relations that existed between the two colleges, and inquiring into the process by which deaf mutes were able to accomplish as much as was shown by the essays of the graduates. He referred to the objection that there were no places for educated mutes, and showed how erroneous it was by citing the engagements the young men of the class had already entered into. The profound religious feeling which ran through their productions had im-

pressed him deeply, and he closed by touching on the brilliant future such a beginning augured for the college.

Dr. Sunderland followed, and spoke of the occasion as a triumph of human aspiration; and he had no doubt but that all present found their most sanguine expectations realized. He congratulated the president and faculty upon the result of their labors.

General O. O. Howard, president of Howard University, briefly expressed his gratification at the result. He could but wish the college every success, and that many young men would go forth from it to lives of usefulness.

At the conclusion of these addresses President Gallaudet stated that the directors had voted the degree of Bachelor of Arts to each of the three graduates, as being of equal merit, and in turn he conferred the degree upon Mr. Parkinson, Mr. Logan, and Mr. Hotchkiss.

A certificate was also presented to Mr. P. S. Engelhardt, he not having attended the full course; and the *ad-eundem* degree of Master of Arts was conferred upon Mr. James Denison, senior instructor in the Columbia Institution, and the honorary degree of M. A. upon J. Scott Hutton, superintendent of the Halifax, Nova Scotia, institution, and upon Richard Elliot, of the Institution for the Deaf and Dumb, in London, England.

The exercises closed with a benediction pronounced by the Rev. Dr. Starkey.

#### THE ALMUNI DINNER.

Following the exercises of commencement, the president, directors, and faculty, together with the graduating class and some invited guests, assembled at the Kirkwood House and partook of the first alumni dinner.

Dr. Samson asked the blessing, and after the dinner had been eaten, President Gallaudet proposed the following toast:

“The President of the United States, the executive head of the nation: May his victories in peace surpass those won by him in war.”

The second toast was: “The American Congress: May it ever seek the welfare of the nation by fostering the cause of education.”

Dr. Sunderland, some time chaplain of the Senate, was called upon to respond to this toast. He did not think there was any necessity for a eulogy upon such a body of men as had from the beginning been enshrined in the hearts of the nation; we could only think of them as fountains of law, the promoters of liberty, and the founders of a republic.

The third was: “The American institutions for the deaf and dumb—the foundation of the college: Let this foundation be well laid and the college is secure.”

Rev. W. W. Turner, of Hartford, Connecticut, was called upon and responded in a speech, in which he reviewed the history of the deaf mute institutions of the country, and related several anecdotes that had come under his observation during his teaching of deaf mutes. He gave some interesting particulars of the rise of the different institutions of the sort throughout the country.

The fourth toast was: “The Christian Church: That body which recognizes as its head Him who said to the dumb, Ephphatha.” This was responded to by Rev. Dr. Howlett, who said there was no sentiment to which he could so happily respond as this; that the church could foster no better institutions than these institutions of mercy.

The fifth toast was: “The press: the educator of the people.”

The president called upon Professor Henry, of the Smithsonian Institution, and he, in responding, referred particularly to the press of the

Smithsonian Institution, and to Washington as an intellectual and literary centre, and, in conclusion, said he would not fail to express his hearty approval of the enterprise, which had been so worthily inaugurated, of establishing a college for the higher education of the deaf and dumb. He did not regard it as surprising that in the advance of humanity and a higher civilization, means should be adopted for the amelioration of those who are deficient in one sense, by a higher cultivation of the senses which still remain. He thought it was a happy idea to substitute the sense of sight and touch for that of sound in conveying intelligence to this isolated portion of the human family; and he could see no reason why the education of the deaf should be confined to the ordinary branches of educational training. They should have the means afforded them of attaining the highest mental development of which their capacities are susceptible. They are certainly capable of being trained as admirable observers of natural phenomena. In the vast domain of astronomy, where no voice nor sound is heard, whose eyes are better fitted to mark the peculiarities and study the changes of the heavenly bodies than those of the deaf mute? The science of mathematics, in all its various ramifications, is fully open to their investigations, and, as many of the phenomena of sound are connected with visible effects, they are not even entirely excluded from a knowledge of these; and indeed it would seem that in the study of abstract science generally they have the advantage of an entire withdrawal, as it were, from the world of sense to that of the relation of the ideas which have already been acquired. An institution of this kind is, therefore, worthy of the patronage of the government, which should foster higher as well as ordinary common school education.

The sixth toast was: "Our sister colleges: Grateful for your recognition, we emulate your example."

Professor Whittlesey, of Howard University, responded thereto by remarking that the advancement he had seen gave him great hope in the work in which he was engaged, and when the world came to know what had been actually done by this institute, they will find there is much to learn from this institution in the training of the human mind.

The seventh and last toast: "Hon. Amos Kendall, the founder of the institution and its constant friend." To which Mr. Kendall responded in a few remarks, in which he stated that his heart was in the work, and he had been rewarded to-day for all he had done for the institution.

---

CONSTITUTION OF THE COLUMBIA INSTITUTION FOR THE  
INSTRUCTION OF THE DEAF AND DUMB, WITH ALL  
THE ACTS OF CONGRESS RELATING TO THE  
INSTITUTION, FROM ITS ORGANI-  
ZATION, FEBRUARY 16, 1857, TO  
MARCH 3, 1869.

CONSTITUTION OF THE COLUMBIA INSTITUTION FOR THE INSTRUCTION  
OF THE DEAF, DUMB, AND THE BLIND.

We, the subscribers, being desirous of establishing an institution for the instruction of the deaf and dumb, and the blind, in the District of Columbia, associate for that purpose under the following constitution:

ARTICLE 1. The name of this association shall be the "Columbia Institution for the Instruction of the Deaf and Dumb, and the Blind," and it shall be located in the District of Columbia.

ART. 2. The objects of the institution embrace not only mental and moral culture, but also instruction in productive labor and the mechanic arts.

ART. 3. The institution shall be supported by donations, legacies, subscriptions of members and others, and such aid as Congress may be pleased to afford, and such other means as the board of directors may prescribe.

ART. 4. The payment of \$25 at one time to the treasurer shall constitute the donor a life member of this institution, entitled to one vote in its management, and for each additional \$25 contributed, the donor shall have one additional vote: *Provided*, That no person shall, at any meeting of the association, give more than one-fourth of the votes: *Provided, also*, That any contributor may decline the privilege of membership, and such privilege shall be forfeited if not exercised or claimed for two consecutive years.

Any person who shall pay an annual contribution of \$3, payable on the 1st day of January of each year, shall be a member of the institution, entitled to one vote, as long as said contribution shall be paid.

ART. 5. Members may vote in person or by proxy, but all proxies must specify the meeting or meetings for which they are given, and shall not embrace more than one annual meeting.

ART. 6. Annual meetings shall be held at such times and places as the association may hereafter prescribe, and nine persons shall constitute a quorum for doing business.

ART. 7. The officers of the institution shall be a patron, who shall be the President of the United States for the time being; also a president, a secretary, a treasurer, and seven directors, including the president and secretary, who shall be members of the board *ex officio*. The president, secretary, treasurer, and directors shall be elected at each annual meeting, and shall hold their respective offices until their successors shall be elected.

ART. 8. The president shall preside at all meetings of the association and of the board of directors, or, if absent, the oldest director present shall preside in his stead.

ART. 9. The secretary shall attend all meetings of the association and of the board of directors, and shall keep a full and faithful record of their proceedings. He shall also perform such further clerical services as may be prescribed by the association, or by the board of directors, and conduct the correspondence of the institution.

ART. 10. The treasurer shall receive and safely keep all the moneys of the association, and shall pay the same out on such vouchers as may be prescribed by the board of directors.

He shall render a quarterly account of his receipts and expenditures to the board of directors, and special accounts whenever required by them, and shall also render an annual account to the annual meetings of the association.

His books and papers shall at all times be open to the inspection of the board of directors, or any committee or member thereof. He shall, if required by the board of directors, give bond, with satisfactory security, for the faithful performance of his duties.

ART. 11. The board of directors shall meet at least once every month, and three members shall constitute a quorum for doing business.

They shall have power to fill vacancies in their own body or in any other office hereby created until the next election.

To appoint a principal of the institution, and such instructors and agents as may be necessary to effect its objects, and the same to remove at their pleasure.

To make by-laws and regulations for the government of the institution and the management of its affairs, not inconsistent with this constitution.

To provide suitable buildings for the accommodation of the inmates of the institution.

To call special meetings of the association whenever they may deem it necessary, and it shall be their duty to do so whenever requested by members entitled to give one-fourth part of the entire votes thereof; and they shall cause at least two weeks' previous notice to be given by the secretary, in some newspaper printed in the District of Columbia, of every regular and special meeting.

ART. 12. It shall be the duty of the board of directors to appoint a board of female visitors, not exceeding six in number, to exercise such appropriate functions as said board may from time to time prescribe.

ART. 13. The board of directors shall at each annual meeting make a full report, embracing their transactions for the previous year, present condition of the institution, and its prospects for the future.

ART. 14. No alterations of the by-laws and regulations, or additions thereto, by the board of directors, shall be valid unless proposed in writing at a regular monthly meeting preceding that at which they shall be adopted.

ART. 15. No alteration shall be made in this constitution at any regular or special meeting of the association, unless notice be given of the proposed change in the advertisement calling the meeting, nor without two-thirds of the vote given at such meeting.

ART. 16. The deaf and dumb and blind children of indigent parents, residents of the District of Columbia, shall be received in this institution and instructed gratuitously as far as the funds thereof will admit.

ART. 17. The following persons shall act provisionally as president, secretary, treasurer, and directors until the first meeting of the association, viz: Amos Kendall, president; William Stickney, secretary; George W. Riggs, treasurer; William H. Edes, Judson Mitchell, J. C. McGuire, D. A. Hall, and Byron Sunderland, directors.

ART. 19. As soon as a membership competent to give two hundred votes shall have been constituted by donations and payments as hereinbefore described, the provisional board of directors shall call a meeting of the members so constituted for the purpose of forming a permanent organization and adopting such other measures as the accomplishment of the object in view may seem to require.

ART. 20. The title to all property, real or personal, which may be bestowed upon the institution or purchased by it shall be vested in the board of directors as trustees only, and shall be managed by them as trustees for the benefit of the deaf and dumb and blind, and in the event of the incorporation of the association, said title shall be transferred by them in due form to said corporate body.

AMOS KENDALL.  
WILLIAM H. EDES.  
W. STICKNEY.  
GEORGE W. RIGGS.  
D. A. HALL.  
JUDSON MITCHELL.  
BYRON SUNDERLAND.  
J. C. MCGUIRE.

At a meeting of the corporation of the institution held June 22, 1864, the following amendments to the constitution were adopted:

Article 7, strike out the word "seven" and insert "eight."

Add to Article 6, "Provided, That said nine persons shall be competent to give one-third of the entire vote of the association."

Add to Article 8, "the president shall be *ex officio* principal of the institution."

Strike out of Article 11 the words "a principal of the institution and."

## THE ACTS OF CONGRESS RELATING TO THE COLUMBIA INSTITUTION FOR THE INSTRUCTION OF DEAF AND DUMB.

### AN ACT to incorporate the Columbia Institution for the Instruction of the Deaf and Dumb and the Blind.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That Byron Sunderland, J. C. McGuire, David A. Hall, and George W. Riggs, of Washington City, William Edes and Judson Mitchell, of Georgetown, and Amos Kendall and William Stickney, of the county of Washington, and such persons as may be hereafter associated with them, by contributions for the instruction of the deaf and dumb and the blind, are hereby created a body politic and corporate, under the name of the "Columbia Institution for the Instruction of the Deaf and Dumb and the Blind," to have perpetual succession, and be capable to take, hold, and enjoy lands, tenements, hereditaments, and personal property, to use a common seal and the same to alter at pleasure: *Provided,* That no real or personal property shall be held by said corporation, except such as may be necessary to the maintenance and efficient management of said institution.

SEC. 2. *And be it further enacted,* That the institution shall be managed as provided for in its present constitution, and such additional regulations as may from time to time be found necessary; but as soon as sufficient contributions shall have been paid in to authorize an election according to the provisions of said constitution, the provisional officers therein named shall give notice of a general meeting to the contributors, for the election of officers; and the officers elected at such general meeting shall hold their offices for one year, and until their successors shall be elected as in said constitution provided: *Provided,* That said constitution may be altered in the manner therein provided, but not in such manner as to violate the Constitution or any law of the United States or of the District of Columbia.

SEC. 3. *And be it further enacted,* That it shall be the duty of the justices of the peace in the several wards of the cities of Washington and Georgetown, and of the county of Washington, to ascertain the names and residences of all deaf and dumb and blind persons within their respective wards and districts; who of them are of a teachable age, and also who of them are in indigent circumstances, and report the same to the president of the institution hereby incorporated.

SEC. 4. *And be it further enacted*, That whenever the Secretary of the Interior shall be satisfied by evidence produced by the president of the institution hereby incorporated that any deaf and dumb or blind person of teachable age, properly belonging to this District, is in indigent circumstances, and cannot command the means to secure an education, it shall be his duty to authorize the said person to enter the said institution for instruction, and to pay for his maintenance and tuition therein, at the rate of one hundred and fifty dollars per annum, for such deaf and dumb pupil, and at the rate of one hundred and fifty dollars per annum for such blind pupil, payable quarterly out of the treasury of the United States.

SEC. 5. *And be it further enacted*, That it shall be lawful for said institution to receive and instruct deaf and dumb and blind persons from any of the States and Territories of the United States on such terms as may be agreed upon by themselves, their parents, guardians, or trustees, and the proper authorities of the said institution.

SEC. 6. *And be it further enacted*, That it shall be the duty of the president and directors of said institution to report to the Secretary of the Interior the condition of said institution on the first day of July in each year, embracing in said report the number of pupils of each description received and discharged during the preceding year, and the number remaining in the institution; also, the branches of knowledge and industry taught, and the progress made therein; also, a statement showing the receipts of the institution, and from what sources, and its disbursements, and for what objects.

Approved February 16, 1857.

---

AN ACT to amend the "Act to incorporate the Columbia Institution," &c.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled*, That in addition to the provision made in the above-recited act for the maintenance and tuition of pupils in the said institution, the sum of three thousand dollars per annum, payable quarterly, shall be allowed for five years, for the payment of salaries and incidental expenses of said institution, and that three thousand dollars be, and is hereby, appropriated for the present fiscal year, payable out of any moneys in the treasury not otherwise appropriated.

SEC. 2. *And be it further enacted*, That the deaf and dumb and the blind children of all persons in the military or naval service of the United States, while such persons are actually in such service, shall be entitled to instruction in said institution, on the same terms as deaf and dumb and blind children belonging to the District of Columbia.

SEC. 3. *And be it further enacted*, That all receipts and disbursements under this act shall be reported to the Secretary of the Interior, as required in the sixth section of the act to which this is an amendment.

Approved May 29, 1858.

---

AN ACT making appropriations for sundry civil expenses of the government for the year ending the 30th of June, 1859.

For salaries and incidental expenses of the institution for the instruction of the deaf, dumb, and blind in the District of Columbia, authorized by the act approved May 29, 1858, three thousand dollars.

---

AN ACT making appropriations for sundry civil expenses of the government for the year ending June 30, 1860.

For salaries and incidental expenses of the institution of the deaf, dumb, and blind, in the District of Columbia, three thousand dollars.

---

AN ACT making appropriations for sundry civil expenses of the government for the year ending June 30, 1861.

For salaries and incidental expenses of the institution of the deaf, dumb, and blind, in the District of Columbia, three thousand dollars.

---

AN ACT making appropriations for sundry civil expenses of the government for the year ending June 30, 1862.

For salaries and incidental expenses of the institution of the deaf, dumb, and blind, in the District of Columbia, three thousand dollars.

## AN ACT to amend "An act to incorporate the Columbia Institution," &amp;c.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That the sum of four thousand four hundred dollars per annum, payable quarterly, shall be allowed for the payment of salaries and incidental expenses of said institution; and that four thousand four hundred dollars be and is hereby appropriated for that purpose, out of any moneys in the treasury not otherwise appropriated, for the fiscal year ending June 30, 1863.

SEC. 2. *And be it further enacted,* That the sum of nine thousand dollars be, and the same is hereby appropriated, out of any moneys in the treasury not otherwise appropriated, for the erection, furnishing and fitting up of two additions to the buildings of said institution.

SEC. 3. *And be it further enacted,* That all receipts and disbursements made under this act shall be reported to the Secretary of the Interior, as required in the sixth section of the act to which this is an amendment.

Approved March 15, 1862.

---

AN ACT making appropriations for sundry civil expenses of the government for the year ending June 30, 1864, and for the year ending June 30, 1863, and for other purposes.

## COLUMBIA INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND.

For salaries and incidental expenses of said institution, four thousand four hundred dollars.

For supplying the institution buildings with gas, making apparatus and gas fixtures, one thousand four hundred and seventy dollars.

For supplying the institution buildings with steam heating apparatus, two thousand two hundred and fifty dollars.

---

AN ACT to authorize the Columbia Institution for the Deaf and Dumb and the Blind to confer degrees.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That the board of directors of the Columbia Institution for the Instruction of the Deaf and Dumb and the Blind be, and they are hereby, authorized and empowered to grant and confirm such degrees in the liberal arts and sciences to such pupils of the institution, or others, who, by their proficiency in learning, or other meritorious distinction, they shall think entitled to them, as are usually granted and conferred in colleges, and to grant to such graduates diplomas or certificates, sealed and signed in such manner as said board of directors may determine, to authenticate and perpetuate the memory of such graduation.

Approved April 8, 1864.

---

AN ACT making appropriations for sundry civil expenses of the government for the year ending June 30, 1865, and for other purposes.

## COLUMBIA INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND.

For salaries and incidental expenses, embracing, in addition to the objects heretofore provided for in this appropriation, the salary of an additional teacher, construction of a new sewer, and the construction and repair of fences, seven thousand five hundred dollars.

For continuing the work for the accommodation of the students and inmates in said institution, in addition to the appropriations heretofore made, viz: For the purchase of a tract of improved land containing about thirteen acres, bordering on Boundary street, of the city of Washington, and adjoining the lot now belonging to the institution, to enable it to instruct the male pupils in horticulture and agriculture, and to furnish sites for mechanic shops and other necessary buildings, twenty-six thousand dollars: *Provided*, That before the purchase of the said thirteen acres is consummated, the owner shall complete the title in fee to the premises now held and occupied by said institution, by executing a release or conveyance of the remainders and reversions now outstanding in him to the said institution.

To bring the Potomac water into the institution from the nearest water mains, or other adequate sources in the city, three thousand two hundred dollars.

AN ACT to amend an act entitled "An act to incorporate the Columbia Institution," &c., &c.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That so much of the said act as requires the teaching of the blind in said institution be, and the same is, hereby repealed, and the corporate name and style thereof shall hereafter be "The Columbia Institution for the Instruction of the Deaf and Dumb."

SEC. 2. *And be it further enacted,* That the Secretary of the Interior be, and he is hereby, authorized to cause all indigent blind children who are now, or may hereafter become entitled, under the law as it now exists, to instruction in said institution, to be instructed in some institution for the education of the blind in Maryland, or some other State, at a cost not greater for each pupil than is, or may be for the time being, paid by such State, and to cause the same to be paid out of the treasury of the United States.

SEC. 3. *And be it further enacted,* That this act shall take effect from and after the thirtieth day of June, eighteen hundred and sixty-five.

Approved February 23, 1865.

---

AN ACT making additional appropriations, and to supply the deficiencies in the appropriations for sundry civil expenses of the government for the fiscal year ending June 30, 1866, and for other purposes.

#### COLUMBIA INSTITUTION FOR DEAF AND DUMB.

For salaries and incidental expenses, including five hundred dollars for the purchase of books and illustrative apparatus, twelve thousand five hundred dollars.

For the erection, furnishing, and fitting up of two extensions to the buildings, to provide enlarged accommodations for the male department, and to furnish rooms for the instruction of the pupils in useful labor, thirty-nine thousand four hundred and forty-five dollars and eighty-seven cents.

For the proper inclosure, grading, and improvement of the grounds of the institution, three thousand five hundred dollars.

---

AN ACT making appropriations for sundry civil expenses of the government for the year ending June 30, 1867, and for other purposes.

#### COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

For the support of the institution, including five hundred dollars for books and illustrative apparatus, twenty thousand seven hundred dollars.

For the erection, furnishing, and fitting up of two extensions to the buildings, to provide enlarged accommodations for the male and female pupils and the resident officers of the institution, thirty-two thousand two hundred and forty dollars.

For the erection of a brick barn, carriage-house, cow-house, shop, gas-house, and ice-house, fourteen thousand five hundred dollars.

For the improvement and inclosure of the grounds of the institution, including under-drainage and sewerage, four thousand five hundred dollars.

---

AN ACT making appropriations for sundry civil expenses of the government for the year ending June 30, 1868, and for other purposes.

#### COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

For the support of the institution, including one thousand dollars for books and illustrative apparatus, twenty-five thousand dollars: *Provided*, That deaf mutes, not exceeding ten in number, residing in the several States and Territories of the United States, applying for admission to the collegiate department of the institution, shall be received on the same terms and conditions as those prescribed by law for residents of the District of Columbia, at the discretion of the president of the institution.

For the erection, furnishing, and fitting up of additions to the buildings of the institution, to provide enlarged accommodations for the male and female pupils and the resident officers of the institution, fifty-four thousand six hundred and seventy-five dollars.

For the enlargement and further improvement of the grounds of the institution, including under-drainage, seven thousand five hundred dollars.

To furnish an increased supply of Potomac water, and for the erection of tanks to regulate the distribution thereof, five thousand dollars, to be expended under the direction of the president of the institution.

AN ACT making appropriations for the service of the Columbia Institution for the Instruction of the Deaf and Dumb, and establishing additional regulations for the government of the institution, and for other purposes.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That the following sums be, and the same are hereby, appropriated out of any moneys in the treasury not otherwise appropriated, for the benefit of the Columbia Institution for the Instruction of the Deaf and Dumb.

For the support of the institution, in addition to the existing appropriation to meet the increased expense of maintaining pupils whose admission was authorized by an act of Congress, approved March second, eighteen hundred and sixty-seven, three thousand dollars.

For continuing the work upon buildings of the institution, in accordance with the plans heretofore submitted to Congress, forty-eight thousand dollars.

SEC. 2. *And be it further enacted,* That in addition to the directors whose appointment has heretofore been provided for by law, there shall be three other directors appointed in the following manner: one senator by the President of the Senate, and two representatives by the Speaker of the House; these directors to hold their offices for the term of a single Congress, and to be eligible to a reappointment.

SEC. 3. *And be it further enacted,* That no part of the real or personal property now held or hereafter to be acquired by said institution shall be devoted to any other purpose than the education of the deaf and dumb, nor shall any portion of the real estate be aliened, sold, or conveyed, except under the authority of a special act of Congress.

SEC. 4. *And be it further enacted,* That so much of the act of February 16, 1857, as allows the payment of one hundred and fifty dollars per annum for the maintenance and tuition of each pupil admitted by order of the Secretary of the Interior, be, and the same is hereby, repealed.

SEC. 5. *And be it further enacted,* That the number of students in the collegiate department from the several States, as authorized by the act of March second, eighteen hundred and sixty-seven, shall be increased from ten to twenty-five in number.

SEC. 6. *And be it further enacted,* That the following sums be, and the same are hereby, appropriated for the purposes hereinafter expressed, for the fiscal year ending June thirtieth, eighteen hundred and sixty-nine: \* \* \* \* \*

#### COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.

For the support of the institution, including one thousand dollars for books and illustrative apparatus, twelve thousand and five hundred dollars.

For the proper inclosure, improvement, and enlargement of the grounds of the institution, in accordance with plans heretofore submitted to Congress, three thousand and six hundred dollars. \* \* \* \* \*

SEC. 7. *And be it further enacted,* That the superintendent of the said Columbia Institution for the Deaf and Dumb shall, at the commencement of every December session of Congress, make a full and complete statement of all the expenditures made by virtue of any appropriations by Congress. Said statement shall include the amount paid to said superintendent, and also for teachers, to whom paid, and the rate at which paid. \* \* \* \* \*

Approved July 27, 1868.

AN ACT making appropriations for sundry civil expenses of the government for the year ending June 30, 1870.

To enable the Secretary of the Interior to provide for the support of the beneficiaries of the United States in the Columbia Institution for the Deaf and Dumb, for the year ending June thirtieth, eighteen hundred and sixty-nine, seventeen thousand five hundred dollars.

To provide for the same for the year ending June thirtieth, eighteen hundred and seventy, thirty thousand dollars.